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ABSTRACT

Educational Objectives and course descriptions for art education, grades K-8, Montgomery County Public Schools, Rockville, Maryland, are presented. The program consists of the integration of art production, art criticism, and art history. Objectives are intended to help students become sensitive to visual aspects of their environment, aware of art forms produced by various cultures, proficient in using art for personal expression, able to solve design problems, and informed about career opportunities in art. Grades K-2 stress learning about, talking about, and producing art works. In grades 3 and 4 students participate in group activities such as creating murals, dioramas, and puppet shows. In grades 5 and 6 students become more analytical and critical in their aesthetic judgments and refine their skills and techniques. The grade 7 course provides opportunities to explore natural forms and art reproduction through imitating styles of artists. Arts and crafts of other cultures are also considered. Separate courses which encompass both grade 7 and grade 8 include drawing and design, painting, sculpture, creative crafts, and printmaking/photography. A list of instructional guides is included. (Author/KC)

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PROGRAM OF STUDIES

Aesthetic Education

ART, K-8

SP 012 900

Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland

Spring 1979

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The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

AESTHETIC EDUCATION

INTRODUCTION

The arts have been present throughout human history. No society or culture has existed without the arts because they present unique opportunities for people to express emotion, communicate ideas, portray images, and explore their humanness in creative ways. The MCPS program of aesthetic education is based on the belief that children, in order to more fully understand themselves, their environment, and their experiences, need to develop that mode of knowing which is primarily artistic, intuitive, and imaginative.

This kind of understanding needs to be purposely and continuously developed if it is to have its full breadth and depth of application. As much as reading and writing, aesthetic understanding and appreciation are called for in every aspect of living. Aesthetic or artistic decisions are made every day by all of us; our preferences are evident when we choose what to purchase, what art or entertainment event to attend, what television program to watch, or what elements of our environment to protect and preserve. Citizens must be able to discern the differences between the ugly and the beautiful, the violent and the moderate, the obvious and the subtle, and the stereotypic and the imaginative. Just as students need to develop basic reading and computational skills, they need to develop skills of aesthetic literacy to function fully in daily life.

The program of aesthetic education is a systematic process in which children are involved in three interrelated areas of learning: the perceptual (development of basic awareness skills); the experiential; and the presentational, for those that elect the option.

The *perceptual* activities are designed to develop skills of looking, listening, discerning, and criticizing in the various art forms. The *experiential* activities are designed to encourage children to explore the artistic possibilities of the various art media by experimenting with and manipulating paint, sounds, gestures and movements, words, clay, etc. This is an active, participatory "hands-on" mode of aesthetic education in which students encounter the materials of the various art forms and refine their skills in aesthetic expression. Students who acquire these skills of perceiving and creating will have achieved aesthetic literacy appropriate to their level of development. *Presentational* activities are designed to provide opportunities for students to share their arts experiences with others and to develop further the talents and abilities in the various art forms. Students who elect the option are provided with opportunities to perform in public.

In our schools, it is vital to offer our students the kind of arts education program which allows each student to explore his/her creative potential, develop the basic skills of perceptual awareness, and develop artistic talent to the highest possible level. In addition to teaching arts content, the aesthetic education program gives students an additional route to success or excellence in school, an opportunity which every student deserves. While we recognize the aesthetic dimension to the other school content areas, e.g., science, mathematics, social studies and language arts, we believe that aesthetic education provides *balance* in the curriculum by recognizing that there are more ways to understand the world and ourselves than through the literal or the verbal. There are the imaginative, visual, musical, and dramatic ways of understanding and communicating which are older and more pervasive in human history. We believe that to cultivate these very special human capacities is to offer our students the opportunity for a complete comprehensive education in *all* the domains of knowledge, an education that we believe is the right of every child.

AESTHETIC EDUCATION GOALS

I. To develop an aesthetic awareness of the surrounding world

- Develop the senses and intellect as means for recognizing and reacting to the aesthetic qualities of the environment.
- Identify and respond to the affective and cognitive meanings of individual art forms.

II. To develop skills in making independent aesthetic judgments

- Identify those elements of the environment possessing aesthetic properties.
- Develop individual criteria for making informed, aesthetic judgments about the arts and the environment.
- Develop an aesthetic value system through the application of individual criteria to those elements of the environment possessing aesthetic properties and/or cultural meaning.

III. To develop skills in using the arts as modes of personal expression and communication

- Understand each art form as a way of organizing creative energy into communication.
- Develop expressive skills in various art forms through observing, participating, and creating.
- Develop creative potential through experiences that encourage unique expression.

IV. To develop an understanding of the relationship of the arts to each other and to other disciplines

- Participate in a variety of arts experiences to perceive unique and similar qualities.
- Develop an awareness of common aesthetic qualities in the environment, the natural sciences, and in other content areas.

V. To recognize the relationship of the arts to the history and culture of man

- Recognize the interaction of the arts with society
- Develop an awareness of the role of the arts in promoting a deeper understanding and acceptance among people of different backgrounds and cultural traditions.
- Develop the ability to recognize the unique qualities inherent in the artistic expressions of various cultures.

ART

POINT OF VIEW

The visual arts, as presented in the art education program, relate to people, their cultures, and their environments. Sensory and intellectual explorations of cultures and environments help students develop aesthetic awareness, critical thought, and cultural understanding. Art education provides experiences that prompt a greater awareness of feelings, stimulate the imagination, and promote creative or constructive endeavors. Most important, art activities provide students with another way to learn about the world and themselves. Through art education, students discover one more significant way of contributing to society through personally satisfying activities.

The art education program consists of instruction that integrates art production, art criticism, and art history. Through a series of planned projects, students demonstrate their understanding of concepts related to the elements of art (formal), principles of design (informal), and subject matter (expressive). Learning is reinforced by referring to the way those concepts are manifested in nature and society or as demonstrated by artists and designers. Learnings are also reinforced by relating art activities to other subject areas and by referring to the arts or crafts of other cultures and periods of history. Making art helps students develop a critical awareness of changes taking place in the work being done and in the world it represents. Learning the analytical procedures of the design process, students solve problems in a way that can be applied to some of the problems of daily living. The subtle interactions between students, their art, and their environment is recognized as an essential aspect of art education.

Overall, the art program is intended to help students become:

- sensitive to visual and other aspects of their environment
- aware of the variety of art forms produced by people of various cultures
- knowledgeable of the formal, informal, and expressive elements in art
- proficient in using an art medium for personal expression
- better able to solve practical design problems systematically
- better informed about career opportunities in the field of art

GENERAL INFORMATION — GRADES K-8

The art program consists of instructional activities which are designed to support the following MCPS Goals of Education:*

Students should attain:

- the development of some of the basic disciplines and skills in the performing and creative arts to be used throughout life for communication, expression, and enjoyment
- knowledge of the nature of the creative and performing arts
- experience with a wide variety of art forms
- a perspective for developing his/her own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

In order to achieve these goals, it is recommended that students in Grades K-6 receive a minimum of 100 minutes per week of art instruction as a shared responsibility between a certified art teacher and their classroom teacher. The sequential art lessons should be provided by an elementary art teacher who is assigned from one to three schools and teaches either in a room especially equipped for the art program

*adopted February 12, 1973 by the Board of Education of Montgomery County

or in the regular classroom. The teacher uses only approved materials, tools, and resources. All students should receive instruction in drawing, painting, printing, ceramics, sculpture, and art history. Some basic commercial art processes will also be introduced beginning in Grade 5.

Students in Grades 7 and 8 should receive at least the equivalent of 45 class periods of art instruction each year. In addition, beginning in Grade 7, students should be able to elect an Art Skills course in a particular art form such as painting and sculpture. These courses may be scheduled for lengths of time commensurate with student interest and staff availability. However, a minimum of 45 class periods is recommended for each course. Some aspects of the art program should be related to other school programs, and a team relationship among several teachers should be established when feasible. All students should receive instruction in drawing, painting, printing, ceramics, sculpture, commercial art, and art history.

In support of the objectives listed for each program and course in this document, several instructional guides have been published; and a bank of project activities is available in all schools. Approved textbooks and reproductions of art masterpieces, including the art of minority groups, are also available from a number of sources. In addition to using the film library, teachers are encouraged to build slide libraries, picture files, and collections of objects for study. Other visual aids should be developed as needed to facilitate teaching and learning.

Since schools must provide the instructional materials necessary for a student to meet program requirements, teachers should plan art projects that can be produced with the funds allotted. Students may be given the option of voluntarily providing other materials. Recycled materials should be on hand for use when appropriate. Precautions should be taken for the safe storage of flammable materials; and the use of all art materials, tools, and equipment should conform to the standards cited in the MCPS *Safety Manual.*

NOTE: Asbestos powder, benzene, and lead glazes *are banned* from schools. A list of additional art materials which may not be used in the elementary school is included in the *Safety Manual.*

DESCRIPTION OF PROGRAM — GRADES K-8

List of Courses

Art Skills: Drawing and Design

Art Skills: Painting

Art Skills: Sculpture

Art Skills: Creative Crafts

Art Skills: Printmaking/Photography

Description of Courses K-8

Grades K-2

Art education for the young child provides for learning about, talking about, and producing art works. Through sensory experiences, the child will learn to perceive the environment. Children will be introduced to art history, art in different cultures, and the social aspect of art by looking at and talking about art works related to these areas. They will also learn about art related jobs in the community.

Children will develop skills in handling art tools and a variety of art materials. They will engage in two- and three-dimensional art activities to visually interpret and communicate their own ideas, feelings, and experiences. Art activities will present the opportunity to develop manipulative abilities in tieing, cutting, pasting, painting, printing, drawing, weaving, folding, tearing, constructing, and modeling. Art activities will promote the use of problem solving and creative and divergent thinking. An art vocabulary will be developed in relationship to art knowledge and art production.

Children will begin to establish responsibilities for the care of time, tools, materials, and the room.

Upon completion of Grade 2, the child should be able to:

- relate perceptual experiences in both two- and three-dimensional art products
- demonstrate the ability to talk about works of art
- recognize the elements of art
  demonstrate ability to manipulate tools and materials with skill
- express feelings, ideas, and experiences through individual art statements
- demonstrate an awareness of art in the environment
- accept the responsibility of cleaning tools and storing materials and tools in the classroom
- recognize art-related jobs in the community

Grades 3 and 4

Children in Grades 3 and 4 continue with art experiences in sensory perception, aesthetic awareness, and art production. As they become socially compatible, children begin to participate in group activities such as creating murals, dioramas, and puppet shows.

Children become very critical of their art production at this age and may need encouragement to assure success. They should be encouraged to experiment with a variety of media and techniques and to explore the technical areas of art. Children further their knowledge of art by discovery and creative problem solving; they continue creative and divergent thinking in their production of art. They explore and identify art careers and art as it relates to the environment. They continue to develop an awareness of art history and art in different cultures. Vocabulary increases as knowledge about art increases.

Upon completion of Grade 4, the student should be able to:

- view the environment with increased sensitivity to detail
- name some master artists and talk about the techniques they use
- refer to the elements and principles of art when discussing personal projects
- use more sophisticated tools and manipulate them with greater skill
- make a personal statement through two- and three-dimensional art media showing greater detail and complexity and with attention given to composition, using line, color, shape, and texture
- identify elements of architecture in the community
- clean and store tools, store materials, and reorder the room with minimal direction
- explore art careers

Grades 5 and 6

Students in Grades 5 and 6 continue to explore the environment and their relationship to the environment. At this level, they are becoming more analytical and critical in their aesthetic judgments. They refine their skills and techniques and continue to use a variety of tools and materials to produce both two- and three-dimensional art products. They take the responsibility for care of tools, materials, and the place where they work.

Students become aware of art-oriented careers and they explore the media which is peculiar to these careers.

Fifth and sixth grade students are more aware of the elements of art and principles of design in their own work; in the work of their peers; in the work of master artists, craftsmen of the present and the past, and architects; and in nature. They are more involved in divergent thinking and they solve more complex problems.

Upon completion of Grade 6, the student should be able to:

- demonstrate a broadened aesthetic perception of the environment
- identify different periods of art and styles of major artists, realizing that an art work is a reflection of its time
- discuss art terms related to principles of art
- use the tools which meet the need of art production, and try new tools and develop skills in using them
- use new methods to produce art products, both two- and three-dimensional
- use acquired knowledge to project feelings and show individual creativity
- take complete responsibility for care of tools, materials, and the art room
- identify and describe art oriented careers

Art — Grade 7
6001 9-12 weeks

The seventh grade art course provides opportunities for students to explore a wide range of arts and crafts by studying natural forms and reproductions of art, creating their own art, and imitating the varied styles of other artists. Discussions and exercises utilizing visual resources will consider the arts and crafts of other cultures and minority groups within cultures. Many activities will be related to other subjects.

Students will have opportunities to demonstrate art and craft processes or concepts while producing personal statements. At times, students may choose the type of projects they prefer from a given selection.

Upon completion of the Grade 7 art program, the student should be able to:

- identify several ways in which the visual arts are represented in the working world and in everyday environments
- recognize communication and recreation elements in the environment
- distinguish between fine arts and commercial arts careers
- recognize and name various media used in sculpture, painting, and printmaking
- describe the elements of art represented in various art forms and in the environment
- produce an example of commercial art such as a graphic, industrial, or environmental design
- produce an example of:
  - a drawing in a personal style
  - the use of simple spatial concepts such as overlapping planes, scale, and size relationships
  - the use of three-dimensional materials
  - a personal interest expressed in a preferred medium
- select an artist and identify characteristics of his/her style
- identify events or conditions depicted in specific works such as the use of color and value to depict a time of day
- identify the functions of museums and galleries
- compare or contrast the sensory qualities of two or more works of art
- demonstrate an appreciation for art by respecting the efforts of other students

Art — Grade 8
6011 9-12 weeks

The eighth grade art course is designed to help students understand art and crafts as they assume the roles of connoisseur, consumer, and producer. Students may select activities from a range of options that include a variety of art media and emphasize personal expression. Some required exercises will help students understand and appreciate the arts of other cultures and the need for a planned environment. Students will learn about a number of art careers and understand how artists and designers influence our lives.

Upon completion of the Grade 8 art program, the student should be able to:

- compare and contrast geometric and organic designs
- identify the design structure in certain natural forms
  conceptualize the internal design structure of natural forms
- demonstrate several ways for depicting space
- produce works of art in several contemporary media
- demonstrate an ability to mix secondary colors
- demonstrate a knowledge of art processes and techniques commonly displayed in art galleries
- state personal criteria for the selection of a work of art
- select works of art, architecture, or craft that are similar or different in composition
- identify a particular set of art works by culture or historical period
- recognize that a work of art may reflect subjective feelings
- conceptualize the role of the visual arts in society and in personal experiences
- identify the need for an aesthetic environment and several ways in which an individual can develop and maintain such an environment
- discuss some community environmental needs related to transportation, communication, and recreation
- identify several careers in art
- demonstrate the proper care of tools and materials. and observe safety precautions in their use

In addition, the student will have acquired some foundation for being able to:

- recognize and name some compositional elements such as balance, rhythm, or harmony in several art forms
- translate the meaning of conventional symbols commonly depicted in works of art
- compare consumer products for aesthetic quality and functionality

Art Skills: Drawing and Design — Grades 7, 8
6012 9 weeks, minimum

During this course, the opportunity is provided for each student to develop personal ways of drawing and designing. Exercises are geared to the student's need and are designed to appeal to both the vision and the imagination. A wide variety of drawing tools and materials will be available to encourage exploration and provide for individual choices of media.

Students will be encouraged to develop drawing skills at their own rate and pursue one or two media in depth. Students will also study examples of drawings by great artists, past and present, and will become more aware of fine examples of drawing in the commercial art field.

Upon completion of Art Skills: Drawing and Design, the student should be able to:

- identify a variety of drawing tools and drawing surfaces
- recognize and identify the qualities and uses of line

- compare the qualities of lines made with several media
- relate line characteristics to particular tools
- demonstrate the proper care of drawing tools and materials
- indicate an awareness of style and technique in drawing
- produce drawings that demonstrate an understanding of line, value, texture, form, and space appropriate to his/her level
- identify several ways of depicting space in a drawing or design
- identify the drawings of several noted artists or make statements about them
- identify ways in which drawing and design are used in the commercial, industrial, and scientific world
- recognize the uniqueness of his/her own drawings and designs

In addition, the student will have acquired some foundation for being able to:

- produce drawings that demonstrate an ability to translate ideas into visual expression
- demonstrate a greater interest in a drawing or design process by repeating and reinterpreting it
- value personal efforts and the efforts of others
- indicate a preference from a group of drawings of designs, and state criteria for the selection
- recognize the relationship of drawing and design to other art forms

Art Skills: Painting — Grades 7, 8
6013 9 weeks, minimum

This course is designed for the student interested primarily in learning the basic techniques for painting with watercolor, tempera, and/or acrylic paints. Instruction will include the preparation of appropriate surfaces and grounds for these media, the choice of palettes and tools to suit individual styles and techniques, and the preparation of suitable mounts and frames.

A brief survey of current painting styles will help students in exploring and developing a personal style of painting.

Upon completion of Art Skills: Painting, the student should be able to:

- identify several easily distinguishable styles in selected groups of paintings
- describe his/her own personal style of painting
- identify several techniques for depicting space in painting
- define a selected list of commonly used painting terms
- describe the works of several significant painters
- demonstrate the ability to mix and identify a range of color hues in a preferred medium
- demonstrate the ability to arrange groups of colors in order of intensity and value
- construct mats or frames suitable for selected works
- identify commonly used painting tools and materials and demonstrate their proper care and use

In addition, the student will have acquired some foundation for being able to:

- demonstrate a better appreciation of painting by making critical statements about specific paintings in terms of expressive content, style, and technique
- identify the medium or technique employed in a selected group of paintings
- produce paintings that are personally valued

Art Skills: Sculpture — Grades 7, 8
6014 9 weeks, minimum

This course is designed for students who like three-dimensional art. A variety of sculpture media and tools will provide a range of activities to meet individual needs.

Students will be guided toward a better understanding of the nature, structure, and composition of sculpture. With teacher guidance, each student will individually develop solutions to sculpture problems. Students will learn to value the uniqueness of their own work, respect the work of peers, and appreciate the work of great sculptors of the past and present.

Upon completion of Art Skills: Sculpture, the student should be able to:

- identify several sculpture processes
- distinguish between geometric and free form sculpture
- recognize the possibilities and limitations of several sculptural materials
- state why he/she prefers some sculptures to others
- select the right tools for a given process
- distinguish between real and suggested space
- demonstrate several ways of relating form to space
- recognize the effects of light and shade in making a sculpture
- demonstrate the use of textured surfaces to enhance sculptural expression
- identify sculptural characteristics in everyday commercial products and industrial designs
- identify the work of several famous sculptors, including some of minority cultures

In addition, the student will have acquired some foundation for being able to:

- describe the characteristics of good sculpture of certain styles
- recognize the uniqueness and value of one's own way of seeing

Art Skills: Creative Crafts — Grade 7, 8
6015 9 weeks, minimum

This course is designed to help the student explore the world of craft-making and begin to understand the basic principles of design as applied to craft work.

Students may choose to work in craft media such as textiles, leather, wood, clay, plastics, metals, and fibers. Students will learn where different materials come from; how to prepare materials for use; how to select and use appropriate tools or equipment for each material; and how to finish projects in an enhancing way. References will be made to the historical development of each craft and to a survey of the careers that may be related to craft production. Emphasis throughout the course will be placed on originality of designs and good workmanship.

Upon completion of Art Skills: Creative Crafts, the student should be able to:

- identify the popular types of craft produced today
- describe selected craft pieces in terms of the materials and processes employed in their making
- identify some of the crafts of other cultures
- describe personally-crafted pieces in terms of the elements and principles of design
- produce craft pieces that are personally expressive
- demonstrate a working knowledge of several craft processes
- name a craft publication, a group of craft artists, or a craft museum
- select and use appropriate tools/equipment for particular craft projects
- demonstrate the safe use of craft tools and materials

In addition, the student will have acquired some foundation for being able to:

- demonstrate a basic knowledge of the history of creative crafts by identifying the crafts of past cultures
- compare two craft pieces for their effective interrelation of design and function

Art Skills: Printmaking/Photography — Grade 7, 8
6016 9 weeks, minimum

Students may acquire a knowledge of printmaking by exploring several ways of making prints. Monoprints, string and found object prints, linoleum and wood cuts, silk screens, or photographs may be made. Students will apply their knowledge of line, shape, color, texture, and positive and negative space to their compositions. Students will become more aware of printing and photographic processes and their historical development as they analyze the works of noted artists and photographers.

Upon completion of Art Skills: Printmaking/Photography, the student should be able to:

- identify positive and negative space in prints or photographs
- select the proper tools or camera settings and papers for a desired effect
- compare differing printmaking or photography processes done by other class members
- demonstrate the proper care and handling of tools and materials used in printmaking or photography
- produce a pattern by repeating a printed impression
- produce prints in several media or black and white photographs
- produce a multicolored print or a set of related photographs
- select for display and mat several of his/her own prints or photographs

In addition, the student will have acquired some foundation for being able to:

- demonstrate the use of basic design principles in his/her prints or photographic compositions
- recognize degrees of aesthetic quality in prints or photos

MCPS INSTRUCTIONAL GUIDES FOR ART, K-8

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Art Resources for Elementary Schools, Part 1, Bulletin 232, 1969.

Art for Grades 7 and 8, Bulletin 250, 1972.

Art Concepts and Activities Bank, 1977.